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Notes and News

The response to an appeal for some one in each state to act as correspondent for the *Journal* (see the October issue, editorial comment) has not been great. The present editors are learning afresh daily how difficult it is to get authentic news from the field, especially from the secondary schools. However a few generous souls have been found. We publish their names here both as examples of what some forty other persons should be doing, and to beg our readers within their respective territories to communicate to them all items that should reach subscribers to the *Journal*:

Arkansas, Fannie A. Baker, Fort Smith High School	Nebraska, Abba Willard Bowen, Peru State Normal School
California, I. C. Hatch, Poly- technic High School, San Francisco	New York, Charles H. Holzwarth, West High, Rochester
Iowa, Chas. E. Young, State University, Iowa City	Ohio, E. B. de Sauzé, Director of Modern Languages, Cleve- land
Kansas, Mabel Duncan, Senior High School, Arkansas City	Oklahoma, Faith Goss, Central High School, Tulsa
Louisiana, L. C. Durel, Tulane University	South Dakota, Caroline Dean Wisconsin, B. Q. Morgan, Uni- versity of Wisconsin, Madison

According to a press report of December 5, the Association of Colleges and Secondary Schools of the Southern States went on record as favoring the teaching of German in institutions from the high schools up. The President is reported to have said that it would be folly not to teach the language as otherwise "we could not understand what Germany is doing in a scientific way."

The Business Manager wishes to make of the *Journal* a medium through which teachers of modern languages may find positions and school authorities may secure teachers. To this end he will start a new department in the advertising pages where such wants may be briefly announced at a moderate rate. Persons interested are requested to communicate with him.

Messrs. Duflos, Kenngott, and Purin, all well known to teachers of modern language, announce the founding in Milwaukee of the Modern Language Press, to publish a new series of texts, consisting of short stories edited with abundant direct method apparatus. The first of the series to come off the press was

Le Premier avion of René Bazin which has been followed by *Criquette* of Halévy.

The semi-annual meeting of the Connecticut branch of the New England Language Association took place in Hartford in the high school library on December 13th last. This meeting was without doubt one of the most instructive and enjoyable which we have on record. It was characterized by a large attendance of college and high school instructors, enjoyable papers interestingly presented and freely discussed. Miss Blanche Darling of the Hartford High School discussed "Teaching Phonetics." Aside from the special value of phonetics to the foreign language, Miss Darling stressed the benefit of the drill to the pupil in bringing his attention to the correct pronunciation of his mother tongue. Professor Eugene S. Clark of Wesleyan University, read a paper on "The American School Detachment in France." Among other interesting points brought out by Mr. Clark was that the amount of French acquired by the Americans participating in this scheme was by no means noticeably large. Professor Albert Feuillerat of the University of Rennes and visiting professor at Yale University gave a very interesting address on "L'Éducation française après la guerre." Professor Feuillerat discussed French education, what seemed to be its good points and its drawbacks, and the changes which would probably be brought about by the results of the war. An item of interest to not a few was that the salary of teachers in France had recently been increased two hundred or even three hundred per cent. The afternoon session was opened by Mr. Paul R. Temple of the Choate School with "A Discussion of the College Entrance Board Examinations in German." Mr. Temple discussed the various papers set in June, 1919, and their appropriateness as examinations. A general discussion of the papers followed Mr. Temple's address. The session closed with a pleasing talk in Spanish by Señor Andres Guilliano of the New Britain High School on the "Vida y costumbres españoles."

T. F. T.

TO TEACH the sequence of tenses in Spanish in an effective and variable manner, we submit herewith our actual scheme by means of the *sliding synopsis*:

Deseo que tú aprendas el español
 Deseabas que él aprendiese (aprendiera)
 Deseó que nosotros aprendiésemos ()
 Desearemos que vosotros aprendáis
 Desearíais que ellos aprendiesen ()
 Han deseado que yo aprendiese ()
 Había deseado que tú aprendieses ()

Or, to teach compound tenses of the subjunctive:

Deseo que tú hayas aprendido el castellano
Deseabas que él hubiese (hubiera) aprendido . .
Deseó que yo hubiese () aprendido . .
Desearemos que vosotros hayáis aprendido . .
Desearfais que ellos hubiesen () aprendido . .
Había deseado que tú hubieses () aprendido . .

It will be seen that this procedure permits of many possibilities. If we begin the verb of the main clause with the first person singular present, we close with the first person singular pluperfect, while the verb in the dependent clause will commence and end with the second person singular. Commencing with the 3 p. s., we finish with the 3 p. s., etc. Indeed, we may start with any person, number, or tense in the main clause and mutate accordingly person and number in the subordinate clause, with due regard to the sequence of tenses.

*Jamaica High School,
New York City.*

CARL A. KRAUSE

Members of *El Ateneo*, the Spanish club of the University of Kansas, presented *Las solteronas* recently to an audience of students of Spanish in the theater of Green Hall. The parts were taken by Kay Warring, Anita Humphrey, Katherine Robertson, Otto Haelsig and Leland Shout.

The fourteenth annual High School Conference at the University of Illinois, November 20, 21, and 22, 1919, had unusual interest for teachers of modern languages. There was a morning session on the 21st of the "Modern Language Section," and a joint session in the afternoon of all "The Language Groups."

At the morning session Miss Blenda Olson of Macomb presided. The first paper, "The George Peabody Foundation for International Educational Correspondence," by Thomas E. Oliver, has since been published in the *Journal* for November, 1919. The third paper, "Teaching Vocabulary by the Direct Method," by Arthur G. Bovée, may also be found in the *Journal* for November, 1919. The second paper by Miss Eunice Prutsman was of the nature of a report from her as representative of the Modern Language Section in the Committee on Curriculum Reconstruction of the Conference. Miss Prutsman spoke of the status of modern languages in future curricula of our high schools, and declared that we must be fully aware that modern languages as a study are under fire, that reputable critics such as President Butler and others have said certain distressing things about our work, and that it behooves us to meet these attacks firmly and

resolutely, if modern languages are to retain the rank in the curriculum which we think they deserve. It will not do to ignore these criticisms. Rather must they be analyzed most carefully so that truth may be separated from exaggeration. Miss Prutsman then proceeded to stress the several criticisms and to suggest possible rebuttals.

A fourth paper by Olin H. Moore, "Oral Work for Beginners in French," emphasized the importance of phonetics in teaching pronunciation, and attacked in an amusing way the methods hitherto most in use. The absurdly poor work now done by ill-prepared teachers, many of whom have little idea of correct pronunciation themselves, is a most serious menace to the position of French in the curriculum. A fifth paper, "The Spanish Problem," by John Van Horne was not read for lack of time, but will doubtless be printed in the proceedings of the conference.

In the afternoon a meeting of all the language sections was held, Dean K. C. Babcock of the College of Liberal Arts and Sciences, University of Illinois, presiding. The subject of discussion was the report of the Interlocking Committee on the Co-ordination of Language Study for the High Schools of Illinois (printed in the Proceedings of the High School Conference at the University of Illinois in November, 1918; reprinted in part in *Hispania*, Vol. II, pp. 119 ff., May, 1919). The chairman of the committee, Prof. J. D. Fitz-Gerald, University of Illinois, presented the report; addresses were delivered by Professor W. J. Grinstead, Kentucky State Normal School, Richmond, Ky., for Latin; President J. Stanley Brown, Normal School, DeKalb, for Modern Languages; Professor D. K. Dodge, University, for English, and there followed an animated discussion, in which the chairman of the meeting and many teachers both of the classical and of the modern languages, participated. The recommendations which aroused most of the discussion concern the order in which the various languages should be taken up; the committee recommends that in every case Spanish shall be the first foreign language studied, and that it shall be begun in the first year of the high-school course, to be followed, in the case of a six-year college preparatory course, by Latin, French and German, in a four-year college-preparatory course by Latin and French, in a six-year non-preparatory course by French and German, in a four-year non-preparatory course by French. Insistence was laid in the report on the desirability of having the language curriculum uniform in all high schools, and on the necessity of devoting adequate time to language study. This latter point was tacitly assumed in the discussion, but there was practically unanimous opposition to the order suggested for taking up the various

languages; and the chairman of the committee himself, while advocating the postponement of Latin until after a modern foreign language has been begun, stated that he would have no objection to the adoption of French as the first foreign language, to be followed by Latin and Spanish. In the discussion, it was pleasant to note that teachers of the classics emphasized the importance of French, and its educational as well as its practical value; while specialists in the modern languages recognized the fundamental importance of studying Latin. No motion was put before the meeting, and no decisive action was taken, but the impossibility of putting the committee's plan into general operation was made evident; it was repeatedly suggested, however, that experiments might be tried in suitable schools, to determine the results of different forms of language curricula. It was also made evident that whatever differences of opinion they may have among themselves, all language teachers can and must stand together in resisting attempts to belittle the importance of language study and to cut down (as the Reviewing Committee of the N. E. A. is attempting to do) the already inadequate amount of time allotted to it in our schools. This is true not only from the point of view of the mental development and culture of the individual, as opposed to the mere training of his hands, but also with regard to the necessity for us as a nation to have a more intelligent knowledge of foreign nations than in the past.

Guiding Principles for a Syllabus in Modern Languages for Junior High Schools.—The New York State Examination Board is actively engaged in the work of preparing syllabi in the various subjects of the junior high school, or intermediate school. The sub-committee on modern languages is composed of Messrs. Jonas, Price, Holzwarth, and Wilkins. At a recent meeting of the sub-committee the following recommendations were formulated:

1. That the two years of foreign language work in high schools be spread over three years of the junior high school program, beginning with the seventh school year.
2. That the length and frequency of the recitation periods in foreign languages and the dignity of the subjects be on a par with the major subjects, such as English, mathematics, and science.
3. That foreign languages be an elective subject.
4. That "predetermination tests" be established as soon as possible and administered to all pupils electing or desiring to elect a foreign language in the seventh school year.
5. That the three-year Junior high school period and the two-year state examination covering it be regarded as tests of the pupil's ability to continue the study of the languages with profit;

that those who secure a bare passing mark at the end of this period be given full regents' credit and be urged to drop the subject; that those who receive a rating between 50 and 60 per cent be allowed credit to the extent of five credits instead of the customary ten credits; and that the regents' test for the elementary course be so modified, if necessary, as to serve this purpose as stated; that it be emphatically urged, however, that this three-year period be a genuine probationary period for the pupil; the language once begun should be continued throughout the entire period, except that two successive conclusive failures at the close of any one year of this period should debar the pupil from all foreign language courses.

6. That in the junior high school no pupil be permitted to begin more than one foreign language, but that he be allowed to choose between Latin and a modern language at the beginning of the seventh school year; but the choice once made should debar the pupil from all opportunity to change the language

How little anyone of us knows about the work of anyone of his colleagues! This remark is prompted by a statement of Professor Schinz in the December *Journal*, page 117, about the choice of texts in the state of New York, under the regency of the University of the State of New York, "organized on the same plan as the old University of France." The fact of the matter is, we have no list of texts, either prescribed or recommended, and have had none since 1913. It is perhaps too much to expect that Professor Schinz should have remembered that fact, although the whole subject of prescribed and recommended texts was aired by me from the same platform from which Professor Schinz spoke, in 1913, namely before the *Congrès de langue et de littérature française*, held at the College of the City of New York by the Federation of French Alliances of the United States and Canada. There I spoke at some length about the inadequacy and inadvisability of formal reading lists, about the principles that should govern the choice of suitable reading texts, etc. These basic principles became, that year, the starting point for two notable actions, to wit, the appointment of committees of teachers of the New York State Modern Language Association to canvass the whole field of reading texts, and the revision of the New York State *Syllabus in Modern Languages*. This new syllabus contains no list of prescribed or recommended texts, but does contain a detailed statement of the principles that should guide the teachers in the choice of reading matter. The new method has worked well in practice, especially since modern language teachers in the State of New York are closely organized (there are altogether ten branch associations of the state association) and have abundant opportunity to discuss texts and interchange experiences with

texts in the round-table discussions which form an important part of each program.

WILLIAM R. PRICE.

On page 138 of the December, 1919, issue of *The Journal* is to be found the following: "I do not think I could send you very interesting copy for the *Journal*. Our department of Modern Languages is the same as yours, as all departments of Modern Languages in the United States: the department of lame ducks—the rehabilitation department. When the department expanded, teachers of chemistry, Latin, stenography, English were called in to lend a hand, and when German was abolished most of the teachers of that language were given French or Spanish programs. You would not like to know any more of that pitiful condition. You hear enough of it, I suppose."

To the query, "How many of our readers will maintain that this correspondent's statements are representative?" I for one would say that merely to read the above quotation "makes my blood boil with indignation."

Any scholarly and fairminded teacher of modern languages must admit that in modern language teaching and in modern language teachers of today there is often a deplorable lack, and granting too that the rehabilitation permitted and encouraged in our modern language departments is a serious weakness, I nevertheless assert unequivocally that any "department of lame ducks" has no right to exist for a day. What possible good to the profession can the existence of so characterless a department be and on what grounds has it a right to insinuate itself upon the defenseless pupil? Our correspondent has touched something deeper than the apathetic attitude of an indifferent public that might tolerate such conditions. He has struck hard at the professional pride of many capable, faithful, American teachers all over this land of ours! I regret the untrue and therefore unkind comparison of such a department as he pictures "all departments of Modern Languages in the United States."

As a teacher of French in a large high school wherein I have seen the department of French grow from a few classes directed by two teachers to one comprising several hundred pupils requiring now five teachers (and that number perhaps insufficient), I cannot feel that we in this department are all "lame ducks"—and this in spite of some "rehabilitation" and the usual hindrances and handicaps of public school conditions!

Just here to answer Miss Whitney's query on page 142 of the same issue may further offset the "lame duck" implication.

Miss Whitney asks, "Have any of your former pupils reported as having found their work in the languages useful in their war experience, either here or abroad?"

I answer, "Yes." Various former pupils of mine engaged in war service overseas wrote me during the war and definitely told me how the French they had had was useful and helpful to them then and there. This is the experience of other teachers in our department.

FLORA CAMPBELL.

*Yonkers High School,
New York.*

The New Jersey Modern Language Teachers' Association held its eighth semi-annual meeting at Rutgers College, New Brunswick, N. J., November 1, 1919.

Dr. Thatcher Clark of the Ethical Culture School, New York, conducted a demonstration class in French composed of twenty-seven college freshmen. Keen interest was manifest on the part of the teachers present, and a prolonged and spirited discussion followed. Dr. Clark, in his theory and practice with regard to certain direct method features of his work, emphasizes the value of lively, constant and systematic chorus work, and in this chorus work lays great stress upon rhythm, repetition, liveliness, and speed, as well as on accuracy in pronunciation.

Miss Harriet E. Mann of the Westfield High School, in her paper on *Aims and Means*, dealt largely with the value of the study of French as a means of cultivating a more intelligent and beneficial appreciation of France on the part of Americans. Apart from the regular class-room study, she pointed out the value, in this respect, of correspondence between pupils of American and French schools.

Mr. L. A. Roux of the Newark Academy in his paper on *A Little Common Sense in Modern Language Teaching* sounded an emphatic note of warning against the danger of making the class-room a mere proving ground for spectacular and superficially attractive theories and hobbies. The bigoted persistence in the practice of some pet theory to the exclusion of everything else that will not fit into the scheme is folly. The language to be taught, not some pet scheme of teaching it, is the objective toward which the sensible teacher concentrates his effort.

Both papers were followed by stimulating and helpful discussion.

There are good prospects that the State Syllabus for Modern Languages, on which a committee has been at work during the past two years, will shortly be ready for publication.

The association is also inaugurating a specific program of activities, through committees, for the consideration of various problems connected with measurements in modern language work, the appointment of a state superintendent of modern language teaching and the exchange of students between French and American schools.

The Pennsylvania State Modern Language Association was organized at Philadelphia, Pa., December 30, 1919. Officers for the next year are: Prof. J. F. L. Raschen (University of Pittsburgh), President; Ellis A. Schnabel, Vice-President; W. D. Meikle, Secretary-Treasurer; Helen Faris, Librarian.

Professor C. E. Chapman, of the Spanish Department of the University of California, left December 21 for Santiago, Chile, to serve as exchange professor at the University of Chile this year.

Professor E. Buceta, of Johns Hopkins University, has joined the Spanish Department of the University of California. He takes the place of the late Professor Ramon Jaen.

The Spanish Department has begun the collection of an endowment fund for the Ramon Jaen memorial prize. Señor Manuelo Mora, the San Francisco tenor, has presented a silver cup to be given as a prize for translations from the Spanish.

Professor Alfred Coester, of New York, is coming to join the Spanish Department of Stanford University.

A number of the modern language teachers of Los Angeles united in purchasing an important collection of charts, maps, large photographs and post cards illustrating France and Spain. This interesting and thoroughly instructive material will be placed on exhibition in small groups in the modern language class-rooms of the city. As the school board is to repay the purchase price, it is proposed to put this money into a revolving fund to be used in securing other desirable modern language material whenever quick action may be necessary to secure it.

Carleton A. Wheeler, of Hollywood High School, has been appointed Supervisor of Modern Languages in Los Angeles. He has also been elected President of the Southern Section of the California State Teachers' Association.

The first regular meeting of the Chicago Chapter of the American Association of Teachers of Spanish was held in the rooms of the Board of Education, Tribune Building, on Saturday, January 10th, at 2 p. m. Mr. Carl Sundstrom, the president, presided and Mr. E. L. C. Morse was secretary.

Mr. Morse spoke on "Vitalizing the Study of Literature." Miss J. L. Marsh of the Calumet High School spoke on "Normal Schools in Argentina." Miss C. M. Brennan of the Medill High School spoke on the "Educational System of Chile."

It was voted to invite the National Association to hold its annual meeting at Chicago next December. The Chicago Chapter is growing rapidly and promises to become a large factor in standardizing the teaching of Spanish in the Middle West.

Friends of Professor Edward Prokosch, whose forced resignation from the University of Texas was mentioned some time ago

in these columns, will be glad to learn that he has been called to a professorship at Bryn Mawr College, and has already entered upon his duties there.

The thirty-fifth meeting of the Western Massachusetts group of the New England Modern Language Association was held at Springfield, December 6. Papers were given as follows: Dr. Allan L. Carter, Technical High School, Springfield, *The Outlook for Spanish*; Dr. Alexander Green, of New York City, *Legitimate Functions of a Text Book*; Professor Grace M. Bacon, Mt. Holyoke College, *The Army Educational Program*; Miss Alma de Villele, Mt. Holyoke College, *Une Francaise de l'Ancienne France*; Professor Carl F. A. Lange, Smith College, *Schiller, the Apostle of Freedom and Humanity*.

The chairman of this group is Harold Vanderbilt, of Springfield, and the secretary is Isabel M. Kagwin, of Holyoke.